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ABSTRACT

This curriculum guide is intended to assist Latin teachers in the School District of Philadelphia in achieving one of the goals of Latin instruction: the development of word power in English through a structured study of Latin roots and affixes. The guide may be used in two different ways. First, it may form the basis for a separate Interdisciplinary Classical Humanities minicourse or minor course on English vocabulary building through Latin, or it may be used to give secondary school Latin pupils practice in reading and writing English derivatives encountered in the test "Artes Latinae." The guide differs substantially from traditional vocabulary development materials in the following ways: (1) Latin roots are taught in the context of Latin quotations and proverbs, thereby making their learning more meaningful. (2) An audiolingual approach to Latin roots and English derivatives and cognates is used. (3) The learning materials are specifically designed to appeal to urban teenagers. There are 15 units in the guide, including a preliminary one designed to make pupils aware of theories on the origin of languages. Each unit is divided into a statement of objectives and a list of suggested activities. (Author/PM)

ED 090793

# WORD POWER THROUGH LATIN

## A CURRICULUM RESOURCE

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ED 090793

# WORD POWER THROUGH LATIN

## A CURRICULUM RESOURCE

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## FOREWORD

This Curriculum Resource is intended to assist Latin teachers in The School District of Philadelphia achieve one of the goals of Latin instruction: the development of word power in English through a structured study of Latin roots and affixes.

Latin can be the key to expand English vocabulary. Several recent research studies have shown that a knowledge of Latin helps unlock the meaning of many English words. The EVALUATION OF THE ELEMENTARY SCHOOL (FLES) LATIN PROGRAM (Report No. 7202) published by the School District's Office of Research and Evaluation showed that on the Iowa Vocabulary Subtest, pupils who had received 20 minutes of instruction daily in Latin for one year scored one full year higher than pupils in matched control classes. Studies from the public schools of the District of Columbia and from the Human Engineering Laboratory in Boston have demonstrated the significantly positive effect of Latin on the reading skills of pupils in English.

The introductory material and word games contained in this publication are designed to provide all pupils in the middle and upper schools with an appreciation of the impact of the Latin language on English.

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This Curriculum Resource was written by Rudolph Masciantonio, Curriculum Specialist for Classical Languages, The School District of Philadelphia.

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## INTRODUCTORY NOTES

This Curriculum Resource may be used in two different ways:

First, it may be used to give secondary school Latin pupils practice in reading and writing English derivatives encountered in ARTES LATINAE, Level One. Guidelines for using this Resource in conjunction with ARTES LATINAE are provided in Appendix II.

Second, this Curriculum Resource may form the basis for a separate Interdisciplinary Classical Humanities minicourse or minor course on English vocabulary building through Latin. If this minicourse or minor is offered, it should be taught by a teacher with a good command of the Latin language. The optimum contact time for such a minicourse or minor would be a total of 36 class meetings of about 40 minutes each. Classes could be scheduled once a week for a full school year or twice a week for a semester. They could also be scheduled for approximately 36 consecutive school days. The minicourse or minor may be lengthened or shortened slightly as necessary to meet scheduling patterns in a school.

This Resource differs substantially from traditional vocabulary development materials in the following ways:

1. Latin roots are taught in the context of Latin quotations and proverbs; thereby making their learning more meaningful and imparting some of the wisdom and thought of the ancient culture to the pupils.

2. An audio-lingual approach to Latin roots and English derivatives and cognates is used in order to capture the natural interest of pupils in the oral aspects of language.

3. The learning materials are specifically designed to appeal to urban teenagers.

GENERAL GUIDELINES FOR USING THIS RESOURCE AS THE BASIS FOR AN INTER-DISCIPLINARY CLASSICAL HUMANITIES MINICOURSE OR MINOR ON ENGLISH VOCABULARY BUILDING THROUGH LATIN.

1. Present Units 1 to 3 of this Curriculum Resource as suggested. The Resource gives objectives and activities for each of these units. Each unit may be covered in approximately two 40-minute class periods. More time may be spent on each unit if the needs and interests of the students warrant.

2. Present Unit 4 as suggested and follow the same general pattern of presentation for Units 5 through 15. The Latin text to be presented in each of these units must be taught before discussing derivatives and cognates. The Latin text should be taught audio-lingually, i.e., the pupils should hear and speak the Latin before reading and writing it. The meaning of each Latin utterance may be given in English. Whenever possible a visual should be used in the audio-lingual presentation of a particular Latin utterance. The teacher will find the Basic Sentence Filmstrips for ARTES LATINAE (The School District of Philadelphia Textbook List, Line No. 901668, $30.00, Encyclopaedia Britannica Educational Corporation) helpful. Teacher-made or pupil-made visual cues may also be useful. The teacher should not ordinarily spend time attempting to explain the structure of the Latin text, the shades of meaning of the text, or the sources. Time should be spent having the pupils repeat the text after the teacher. When there is oral familiarity with a particular utterance, it should be written on the board by the teacher and copied into a notebook by the pupils.

3. After the Latin utterances in a particular unit are reasonably familiar, the English derivatives and cognates for a particular unit should be presented and discussed orally. Each derivative and cognate should be explained in terms of its Latin root. The derivatives and cognates should be used in context. The pupils should be asked to echo the derivatives and cognates. After oral control is acquired the derivatives and cognates may be written on the board and copied. Throughout this process as much information as possible should be elicited from the pupils. The list of derivatives and cognates in this Resource is not exhaustive. Additional derivatives and cognates may be taught in accordance with the needs and inclinations of the pupils.

4. The word games given in this Resource for Units 4 - 15 should be used after aural-oral control of the derivatives and cognates for each unit has been acquired by the pupils. The word games should be duplicated and distributed to the class. They may be completed as classwork or homework depending again on the amount of time available for the minicourse or minor and the needs of the pupils. The correct answers to the word games should be provided. Progress charts or contests may be devised relating to the word games.

5. A general test on the content of the minicourse or minor may be devised by the teacher for evaluative purposes. Material for such a test may be culled from the various word games in the Resource. The test may be written or oral or preferably some combination of the two. The word games themselves may be used as tests.

6. Enrichment projects of various kinds may be suggested by the teacher. For example, pupils may be asked to listen on the television newscasts for derivatives and cognates they have learned and report on the context of these derivatives and cognates. Or pupils may be asked to find derivatives and cognates in the newspaper or in magazines.

   In conjunction with Unit 5 pupils may be asked to visit the Zoo and report on the Latin names of animals. Some of the books listed in Appendix I of this Resource may be read and discussed by the pupils. Pupils may be invited to find the meanings of derivatives and cognates in etymological dictionaries.

   Charts showing the relationship between Latin roots and English derivatives may be prepared by the pupils.

## UNIT 1 - LANGUAGES OF THE WORLD

### Objectives

1. To make pupils aware of some of the theories on the origin of languages.
2. To make pupils aware of the chief language families in the world.
3. To describe the various branches of the Indo-European family of languages.

### Suggested Activities

1. Explain to the pupils that before getting into actual vocabulary building they are going to learn something about how languages began and how they are related to each oth r.

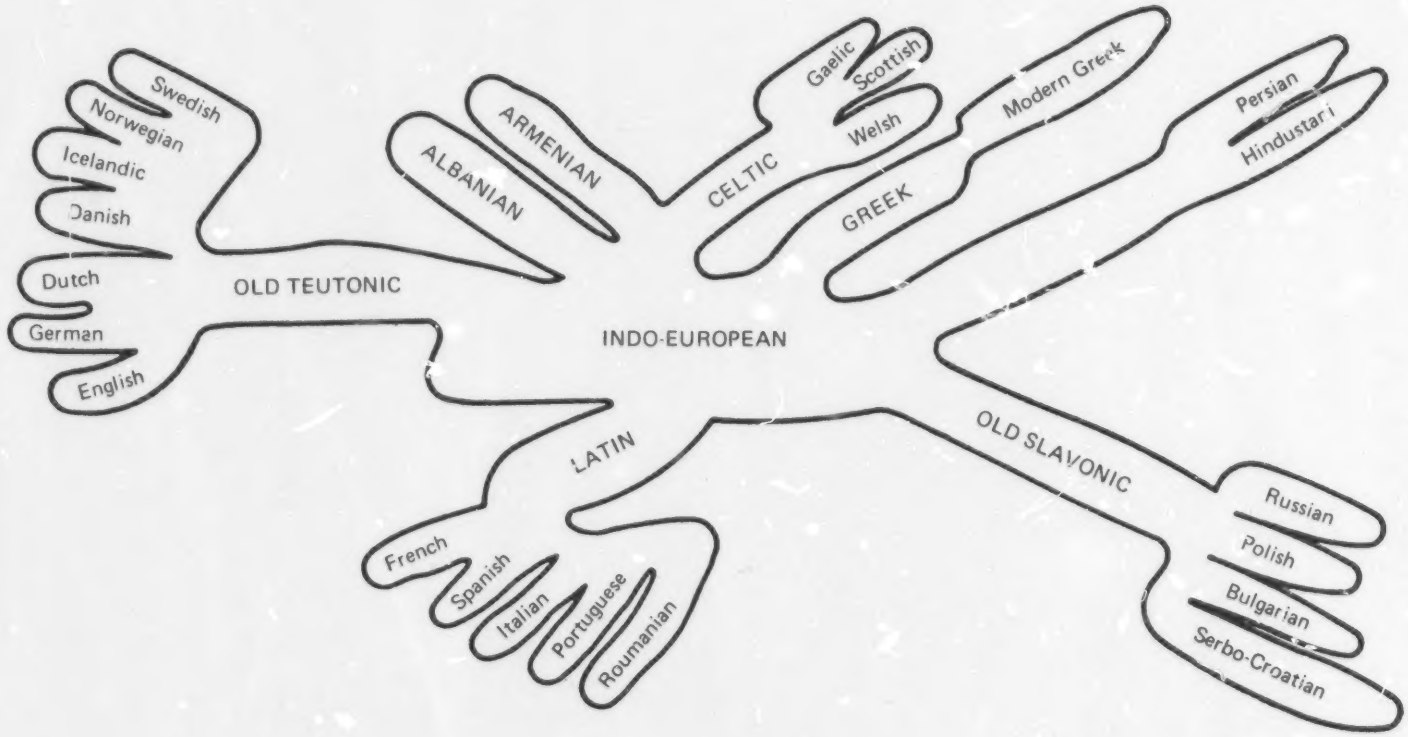
2. Ask the pupils if they have any theories on how languages began. After allowing a brief period for discussion, explain that we really don't know too much about how languages began. Some linguistic experts see it partially as an attempt to imitate the sounds of nature. Some emphasize the role of instinct. Languages probably began very simply with interjections, nouns, and adjectives. Verbs probably emerged later. The process of language development probably took thousands of years.

3. Put the following chart on the chalkboard. Explain that not all linguists would accept the division of all the world's languages into nine families as the chart indicates but many do. Each family probably sprang from a parent language which changed over the centuries and produced many offspring.

| Language Families | Some Languages within the Families |
|---|---|
| Ural-Altaic | Finnish, Hungarian, Turkish |
| Australonesian | Tagalog (the Philippino national language) |
| African | Yoruba |
| Semitic | Hebrew, Arabic |
| Sino-Tibetan | Chinese |
| Japanese | Japanese |
| North American Indian<br>South American Indian | thousands of tribal languages |
| Indo-European | Latin, English, most European languages |

Pupils may be asked to copy the chart into their notebooks.

4. Explain to the pupils that Indo-European is the family of languages which contains many very important languages including our own. It is also the family of languages about which linguistic scholars know the most. Therefore we are going to look at the family and its various subbranches in greater detail. You may wish to make a transparency of the chart given below or put the chart on the chalkboard. Explain that the chart oversimplifies (i.e., it leaves out many details). Explain that all of the branches and languages in this family seem to have come from a common parent which scholars call Hypothetical Indo-European. Because of the lack of communication between speakers of Hypothetical Indo-European, because of changes that develop naturally within any language, and because of other factors, this language developed into about eight different languages. These eight languages in turn developed into many other languages as the chart indicates. Have the pupils copy this chart. Discuss with them where the various languages on the chart are spoken. The teacher may prefer to duplicate the chart and have pupils fill in portions of it.


INDO-EUROPEAN
OLD TEUTONIC
Swedish
Norwegian
Icelandic
Danish
Dutch
German
English
ALBANIAN
ARMENIAN
CELTIC
Gaelic
Scottish
Welsh
GREEK
Modern Greek
Persian
Hindustani
LATIN
French
Spanish
Italian
Portuguese
Roumanian
OLD SLAVONIC
Russian
Polish
Bulgarian
Serbo-Croatian

## UNIT 2 - THE RELATIONSHIP BETWEEN LATIN AND ENGLISH

Objectives

1. To make pupils aware of the extent to which English is indebted to Latin for its vocabulary.

2. To make pupils aware of how Latin roots came into English.

Suggested Activities

1. Refer to the chart on the Indo-European family of languages. Point out that even though English is the "daughter" of Old Teutonic, about 70% of its vocabulary comes from Latin. In a way English may be called an adopted daughter of Latin. You may show the pupils the Dictionary Chart from the American Classical League indicating the percentage of English words coming from Latin.

2. Show a map of Western Europe. Ask the pupils if Britain was ever part of the Roman Empire. Explain if necessary that Julius Caesar had invaded Britain and that the Roman emperor Claudius made a large part of the island a province of the Empire. The people of Britain in this period spoke a Celtic tongue. Since Latin was the official language under Roman occupation, the native people borrowed a few words from it.

3. Put the following key terms on the chalkboard or on a transparency.

   Anglo-Saxons

   Roman Christianity

   Renaissance

4. Ask pupils if they know who the Anglo-Saxons were. Explain, if necessary, that the Anglo-Saxons were Germanic tribes who spoke a language descended from Old Teutonic. Since the Anglo-Saxons had some contact with Roman soldiers they picked up Latin words. Around 449 A.D. the Anglo-Saxons began their great invasions into Britain. They brought with them not only their native language (Anglo-Saxon) but all the Latin words they had borrowed in previous centuries. They drove out the native Celtic of the Britons but picked up at least some of the Latin words that Celtic had previously borrowed.

5. Point out that when Roman Christianity was introduced in England around 597 A.D., Latin, the language of the Church, spread considerably. It was used in churches, schools, and monasteries. As a result, Anglo-Saxon or English borrowed several hundred more words, most of them dealing with religious matters.

6. Put the words Norman-French Invasion on the board. Ask the pupils if they know anything about this invasion. Explain, if necessary, that William the Conqueror, by his victory at Hastings in 1066 took possession of England for the Normans. Norman French became the language of the court circle and of cultured people generally. Norman French was little more than slightly modified Latin. Over the centuries English borrowed many words from Norman French. Norman French had a richer, far more cultivated vocabulary than English.

7. Point to the term Renaissance on the board or on a transparency. Ask the pupils what they know about the term. Explain that beginning with the Renaissance, scholars, writers, and scientists began to borrow large numbers of words directly from Latin. The borrowings involved slight changes in form and sometimes no change. Thousands of new words were added to English this way. Most learned or literary words were added to our language in this way. The wolesale borrowing that started with the Renaissance continues right down to our own time. Greek elements were often taken into English though the Greek was first Latinized, i.e., given Latin spelling.

8. Have the students check on the etymologies of the following words in the dictionary. These words are samples of the various types of borrowings that took place.

   From the Roman occupation of Britain:

   mile  Chester

   From the time of the Anglo-Saxon invasions:

   chalk  wine  pitch

   From the period of the introduction of Christianity:

   creed  monk  minister

   From the Norman-French invasion:

   castle  cauldron  dainty

   From the Renaissance:

   intransigence  desideratum  paternal

   From modern times:

   television  refrigerator  radio

## UNIT 3 - LATIN PREFIXES AND SUFFIXES

Objectives

1. To familiarize pupils with the following Latin prefixes which occur in English:

| Prefix | Meaning |
|---|---|
| in- (il-, im-, ir-) | not, without |
| in- (il-, im-, ir-) | in, on, upon, into |
| trans- | across |
| dis- (di-, dif-) | apart, away, without, not |
| ex- (e-, ef-) | out, out of, thoroughly |
| com (con-, col-, cor-, co-) | with, together |
| re- | back, again |
| ab- (a-, abs-) | from, away from |
| ante- | before |
| circum- | around |
| contra- | against |
| de- | down (from) |
| extra- | beyond, outside |
| inter- | between, among |
| intro- (intra-) | within |
| non- | not, without |
| ob- (oc-, of-, op, o-) | against |
| per- | thorough, thoroughly |
| post- | after |
| pre- | before, ahead |

| Prefix | Meaning |
|---|---|
| pro- | before, forward, on behalf of |
| se- | apart, away by itself |
| semi- | half |
| sub- (suc-, suf-, sug-, sup-, sus-) | under, up to |
| super- (sur-) | above, beyond |
| ultra- | beyond |

2. To familiarize pupils with the following Latin suffixes that occur in English:

| Suffix | Meaning |
|---|---|
| -ion, -tion, -ation<br>-ity<br>-tude<br>-ture<br>-acy<br>-ment<br>-ance, -ancy, -ence, -ency | quality or state of being, act of, a thing that |
| -fly | to make |
| -tor, -sor | one who |
| -ous | full of |
| -(t)ive | belonging to, tending to, having the power to |
| -al<br>-ic<br>-ile<br>-ine | pertaining to, having to do with, having the quality of |

| Suffix | Meaning |
|---|---|
| -lent | full of |
| -acious | full of, tending to, capable of |
| -ant<br>-ent | equals English -ing or one who does |
| -ary | connected with, pertaining to, having the quality of, one engaged in |
| -ate | to cause, to make |
| -ess (-stress) | female of the species or she who does |

Suggested Activities

1. Provide the pupils with the list of prefixes and suffixes given in the objectives of this unit. Explain the list and try to elicit examples from the pupils. Do not ask the pupils to memorize the list. Tell them to keep it for reference and to note applications of it as they go along.

2. Have the pupils try to explain the force of the following prefixes and suffixes:

| | | |
|---|---|---|
| injustice | compress | fortify |
| illegal | compel | visitor |
| impossible | coworker | aggressor |
| irresponsible | collect | persuasive |
| inflate | correct | descriptive |
| impose | repress | marvelous |
| irrigate | repel | courageous |
| transfer | renew | absent |
| transport | incredible | antedate |
| dismiss | curable | circumnavigate |
| differ | resistance | contradict |
| divert | constancy | counteract |
| expel | independence, | descend |
| eject | dependency | extraordinary |
| convention | magnify | international |

| | | |
|---|---|---|
| introduce | ultraviolet | historic |
| nonsense | salvation | historical |
| oppose | liberty | servile |
| perspire | solitude | marine |
| postpone | nature | picturesque |
| predict | illiteracy | audacious |
| proceed | banishment | fraudulent |
| pursue | courage | servant |
| secede | auctioneer | dependent |
| semiannual | mathematician | military |
| submarine | lioness | granary |
| supernatural | songstress | fascinate |
| survey | national | temperate |

Some of these may be assigned for written work.

UNIT 4

Objectives

1. To teach the following Latin utterances:

| | |
|---|---|
| Vestis virum reddit.(Erasmus) | Clothes make the man. |
| Veritatem dies aperit. (Seneca) | Time discloses truth. |
| Hilarem datorem diligit Deus. (St. Jerome) | God loves a cheerful giver. |
| Manus manum lavat. (Petronius) | One hand washes the other. |
| Elephantus non capit murem. | An elephant doesn't catch a mouse. |

2. To teach the following English derivaties and cognates from the Latin roots indicated:

vestis - transvestite, vestibule

virum - virile, virago

dies - per diem, diary

veritatem - veracity, verification

aperit - aperture

deus - deified, deity

manus - manacles, manual, manipulate

lavat - lavatory, lavabo, Lavoris

capit - captivating, captive

hilarem - hilarious

Suggested Activities

1. Tell the pupils that they are going to learn the Latin proverb meaning "Clothes make the man." Show them, if possible, the picture from the Basic Sentence Filmstrips for ARTES LATINAE that illustrates this proverb. Have the pupils repeat the proverb chorally several times. If they have problems saying it, have them repeat each word spearately. Have individual pupils repeat the proverb and ask again for the meaning of the proverb in English.

2. Follow a similar procedure with the proverbs Veritatem dies, etc., and Hilarem datorem, etc.

3. Write the three proverbs on the chalkboard and have the pupils copy these. Spend a few minutes eliciting generalizations on Latin pronunciation from the pupils, e.g., Latin v is pronounced like the English w, r is trilled in Latin, etc. Have the pupils write the English meaning of each proverb in their notebooks.

4. Ask the pupils the meaning in English of the Latin word vestis. Then ask them to suggest English words that are releated to vestis. There are many derivatives, of course, from vestis (e.g., vest, vestment, vestry, vestryman, investiture, vestibule, transvestite). Be sure that those derivatives listed in the objectives of this unit are mentioned. If the pupils do not mention them, you should do so. Try to elicit the meaning of each derivative and have the derivative used in sentences. Have the pupils echo the derivatives chorally.

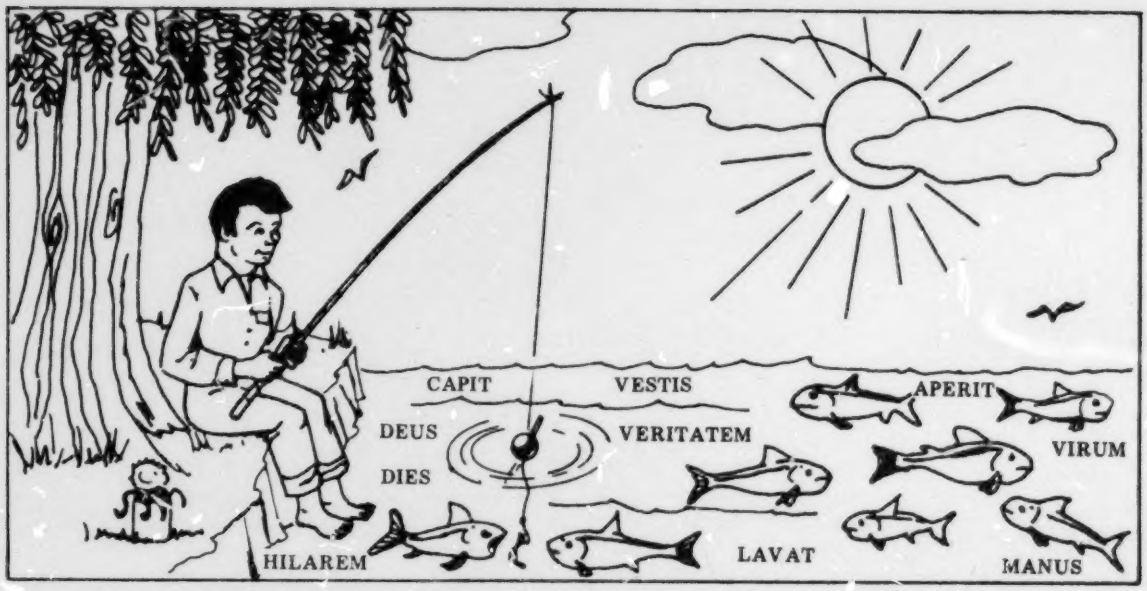
5. Write the derivatives from vestis on the chalkboard. Have the pupils read them as you point to them. Then have the pupils copy the derivatives into their notebooks. A chart may be compiled in the notebooks in three columns thus:

| ENGLISH WORD | LATIN ROOT | MEANING OF ENGLISH WORD |
|---|---|---|
| vestibule | vestis "clothes" | little passage or room where outer clothing can be left when entering a building |

6. Follow a similar procedure with the roots virum, dies, veritatem, aperit, deus, manus, lavat, capit, and hilarem. Be sure that the derivatives listed in the objectives of this unit are treated.

7. After all the derivatives and cognates for this unit have been discussed and copied, distribute duplicated copies of the word game for this unit to the pupils. The word game may be done as class work or as a homework assignment. Be sure to review the correct answers with the pupils.

UNIT 4 - WORD GAME




This boy is fishing for word "fish" on the bank of the Wissahickon Creek. The water is full of Latin roots. Can you help him catch the fish? Fill in the fish in the sentences with the correct word. Latin roots are given in parentheses as clues. Here are the first five words and sentences.

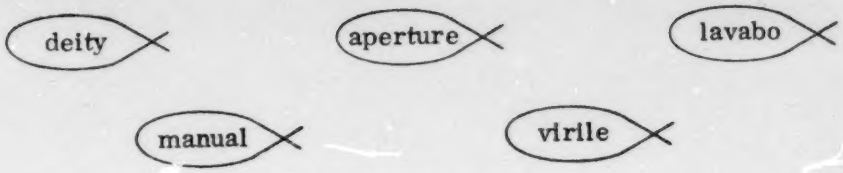
A.

lavatory  veracity  manacles

per diem  captive

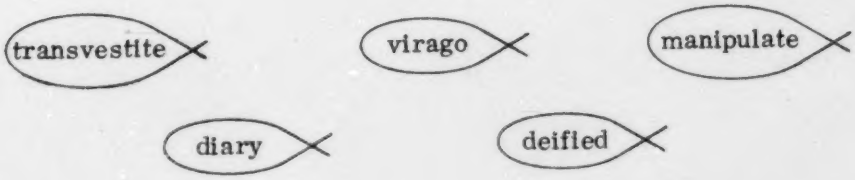
1. Tony went to the ( ) to wash his hands. (lavat)
2. Because Bob told the truth the teacher praised his ( ). (veritatem)
3. The gorilla was so wild and dangerous that he had to be restrained with ( ). (manus)
4. The man was held ( ) by the kidnappers for several days. (capit)
5. Substitute teachers who work one day at a time are called ( ) substitutes. (dies)

B.



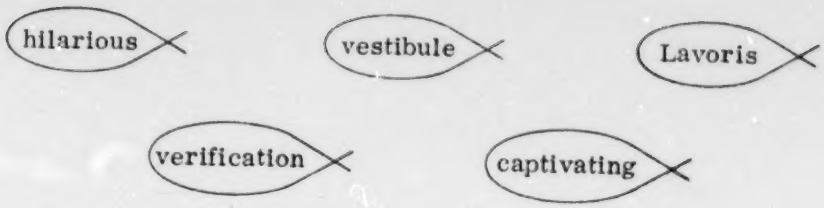

1. The mouse entered the room through a small in the baseboard. (aperit)
2. A small decorative sink for washing your hands is called a . (lavat)
3. Apollo was a worshipped far and wide by the ancient Greeks. (deus)
4. Tarzan is a big, strong, man. (virum)
5. Daryl sprained his wrist and the doctor wouldn't allow him to do any labor. (manus)

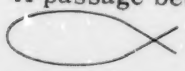
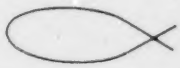
C.




1. A man who dresses like a woman is called a . (vestis)
2. When Roman emperors were made into gods, we say they were . (deus)
3. Millie Magoo used to write whatever she did on a particular day in her . (dies)
4. A violent, bad-tempered, scolding woman is called a . (virum)
5. To manage someone by skillful use of personal influence is to someone. (manus)

D.




1. Wash the germs out of your mouth! Use . (lavat)
2. The joke was . (hilarem)
3. The speaker was so interesting that he was described as . (capit)
4. A passage between the outer door and the inside of a building is called a  . (vestis)
5. Roberto needed his birth certificate for  of his date of birth. (veritatem)

## UNIT 5

Objectives

1. To teach the following Latin utterances:

| | |
|---|---|
| Lupus non mordet lupum. | One wolf doesn't bite another wolf. |
| Taurus est. | This is a bull. |
| Simia est. | This is a monkey. |
| Aquila est. | This is an eagle. |
| Canis est. | This is a dog. |
| Musca est. | This is a fly. |
| Asinus est. | This is a donkey. |
| Lupus est. | This is a wolf. |
| Equus est. | This is a horse. |
| Leo est. | This is a lion. |
| Piscis est. | This is a fish. |
| Vulpes est. | This is a fox. |
| Rana est. | This is a frog. |
| Lupum anus videt. | The old woman sees the wolf. |
| Infans est. | This is a baby. |
| Canis currit. | The dog is running. |

2. To teach the following English derivatives and cognates from the Latin roots indicated:

taurus - taurine, toreador, Taurus, El Toro Solo

simiam - simian

aquila - aquiline

canis - canine, Canary Islands

musca - mosquito

asinus - asinine, asininity

lupus - lupine

equus - equine, equestrian

leo - leonine

piscis - piscine, Pisces, piscatorium

vulpes - vulpine

rana - rana

anus - anility

infans - infantile

videt - video, provident

currit - recur, concur, occur

mordet - mordant, morsel

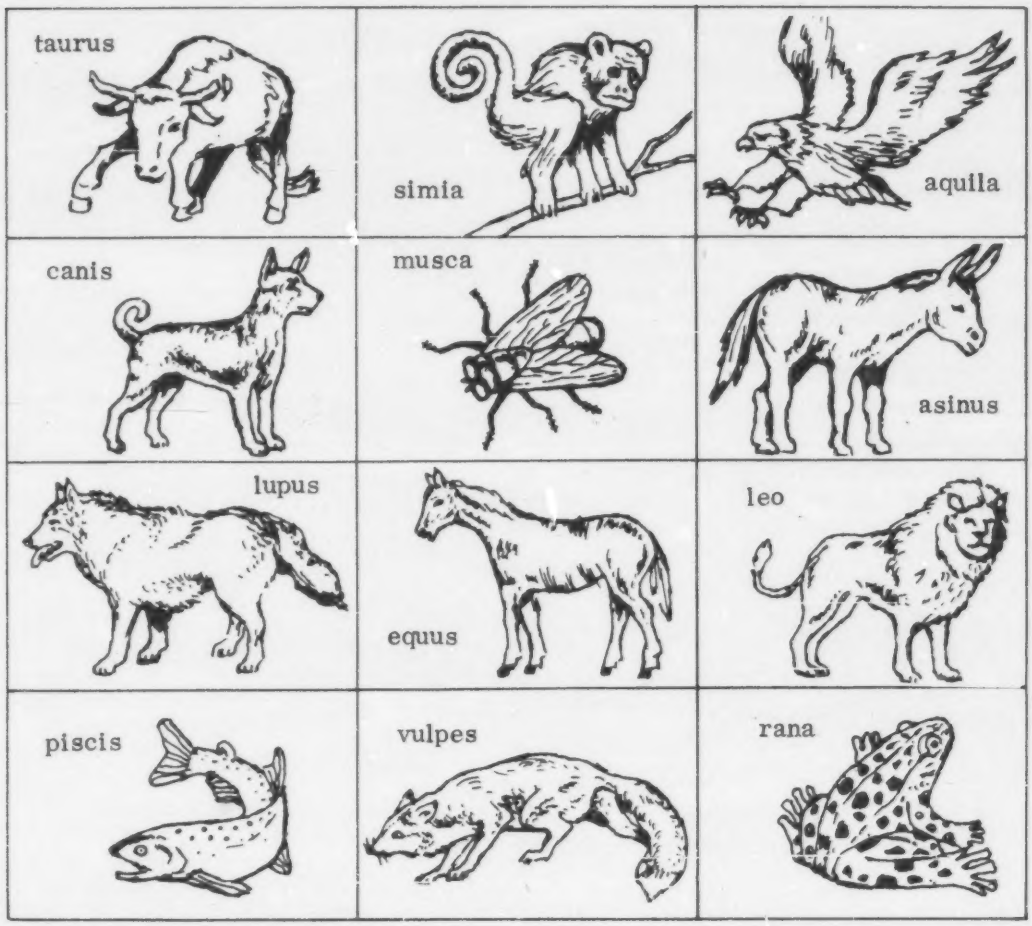
Suggested Activities

The activities used in this unit and in Units 6 - 15 should be substantially the same as those used in Unit 4. Therefore for this unit and those which follow only objectives and the word games will be supplied.

UNIT 5 - WORD GAME

Part I

Helen and Al are visiting the Philadelphia Zoo. Here are some of the animals they encounter.




Each sentence below uses a word derived from the Latin name of an animal. For each sentence completed correctly the appropriate animal will get a special treat. See how many animals you can help!

1. The policeman from the canine corps always walks with a police _____.

2. Joe is sometimes asinine. He is as silly as a _____.

3. The mosquito is a summertime pest. Except for his bite he is like a small _____.

4. Some noses are described as aquiline. They look like the beak of an _____.

5. The young man has leonine courage. He is as brave as a _____.

6. Olympic swimmers have piscine speed. They swim like a _____.

7. Tarzan has taurine strength. He is as strong as a _____.

8. The starving boy has a lupine appetite. He gobbles food down like a _____.

9. Herbie has an equine laugh. He sounds like a _____.

10. The class clown displayed simian behavior. He acted like a _____.

11. The sneaky, tricky thief is a vulpine person. He reminds us of a sly _____.

12. The zoologist made a reference to the genus rana. He was talking about _____.

13. The Canary Islands were so named by explorers because of the many _____ which ran wild there.

14. A toreador is involved with _____ fighting.

15. Pisces is one of the signs of the zodiac. It is shaped like a _____.

16. Equestrian statues are found in Fairmount Park. These are statues of men riding _____.

17. Taurus is the name of a constellation and a sign of the zodiac. Taurus has the shape of a _____.

18. El Toro Solo is the name of a popular song. Toro is the Spanish word for _____.

19. Asininity means silliness or acting like a _____.

20. A piscatorium is a place where _____ are kept.

Part II

Rudy is a new cab driver for the Yellow Cab Company. He gets a tip for each sentence you complete correctly. Try to get him as many tips as possible.

1. The 89 year-old-woman suffered from anility. She was suffering from the effects of _____.

2. The high school student had an infantile mentality. He acts like a _____.

3. The video portion of the television program was lost. That means that the _____ was lost.

4. The idea recurred in Herbie's mind. That means that it _____.

5. Mordant criticism is _____ criticism.

6. A morsel of cake is a small _____.

7. The judges all concurred in giving Jim the prize. That means they _____.

8. People who _____ ahead at their needs and show foresight are called provident.

9. Storms often occur in winter. This means that they _____ in winter.

UNIT 6

Objectives

1. To teach the following Latin utterances:

| | |
|---|---|
| Cautus metuit foveam lupum. (Horace) | A cautious wolf fears the pitfall. |
| Non quaerit aeger medicum eloquentem. (Seneca) | A sick person doesn't seek a talkative doctor. |
| Non semper aurem facilem habet Felicitas. (Publilius Syrus) | The Goddess of Prosperity doesn't always have a sympathetic ear. |

2. To teach the following English derivatives and cognates from the Latin roots indicated:

medicum - medical, Medicare, medicinal, paramedics

felicitas - felicity, felicitations, Felicia, felicitous

aurem - oral-aural, monaural, aural, auricular

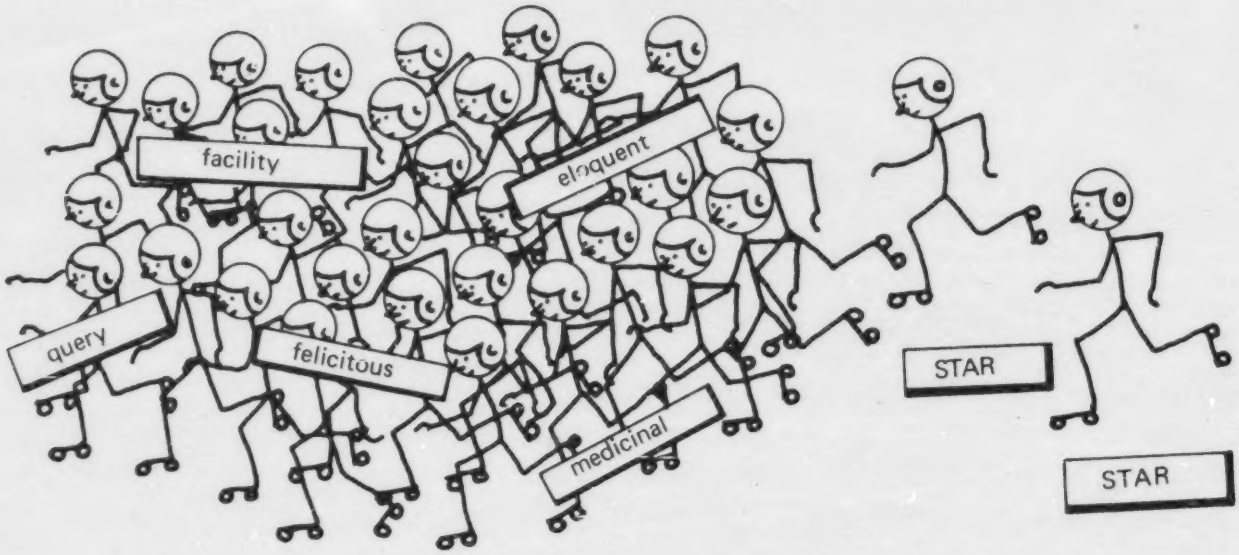
eloquentem - eloquent, eloquence, elocution, loquacious

cautus - cautious, incautious, caution, precautions

facilem - facile, facility, facilitate, difficult

quaerit - query, inquire, Inquirer, inquiry

UNIT 6 - WORD GAME




The object of the game is for the two roller derby stars to get through all the blockers' jam which are the derivatives of the Latin words. A point is gained each time a star removes a blocker by using a derivative correctly in one of the sentences. If all the derivatives are used correctly, the player wins the game.

| Sentences | Derivatives |
|---|---|
| MEDICUS | |
| 1. My grandfather is eligible for _____. | medical<br>Medicare |
| 2. The rescue squad of the Fire Department is staffed by some _____. | medicinal<br>paramedics |
| 3. When the young man finishes _____ training he becomes a doctor. | |
| 4. Iodine has _____ value. | |

| Sentences | Derivatives |
|---|---|
| FELICITAS | |
| 5. _____ is captain of the cheerleaders.<br>6. _____ is winning the basketball game.<br>7. Seeing a long-lost friend is a _____ occasion.<br>8. She received _____ upon her graduation. | felicity<br>felicitations<br>Felicia<br>felicitous |
| AURAL | |
| 9. Do you have stereo or _____ equipment?<br>10. His _____ test proved he was slightly deaf.<br>11. The ear specialist discovered he had an _____ impediment.<br>12. An approach to the teaching of languages is _____. | oral-aural<br>monaural<br>aural<br>auricular |
| ELOQUENS | |
| 13. Cicero's orations were _____.<br>14. Bob was holding his ears because Amelia was _____.<br>15. To improve their oratory Roman boys studied _____.<br>16. The _____ of Antony's speech greatly affected the Roman people. | eloquent<br>eloquence<br>elocution<br>loquacious |

| Sentences | Derivatives |
|---|---|
| CAUTUS | |
| 17. A cab driver must take _____ to avoid accidents.<br>18. The blinking yellow light means _____.<br>19. A careful man is a _____ man.<br>20. To play on train tracks is an _____ act. | cautious<br>incautious<br>caution<br>precautions |
| FACILIS | |
| 21. A school building is a _____ for learning.<br>22. Something that isn't easy is _____.<br>23. To _____ matters he gives clear directions.<br>24. A clever man makes everything seem _____. | facile<br>facility<br>facilitate<br>difficult |
| QUAERIT | |
| 25. The only morning daily newspaper in Philadelphia is the _____.<br>26. An author must _____ an editor before submitting a manuscript.<br>27. The judge made an _____ about his past record.<br>28. The sign says "_____ within." | query<br>inquire<br>Inquirer<br>inquiry |

## UNIT 7

Objectives

1. To teach the following Latin utterances:

| | |
|---|---|
| Etiam capillus unus habet umbram suam. (Publilius Syrus) | Even a single hair casts its own shadow. |
| Crudelem medicum intemperans aeger facit. | An intemperate sick person makes a doctor cruel. |

2. To teach the following English derivatives and cognates from the Latin roots indicated:

capillus - capillary, depilatory, depilate

umbra - penumbra, umbrage, umbrella, umbra

facit - confectionary, manufacture, factotum, facsimile

suam - suicide, sui generis

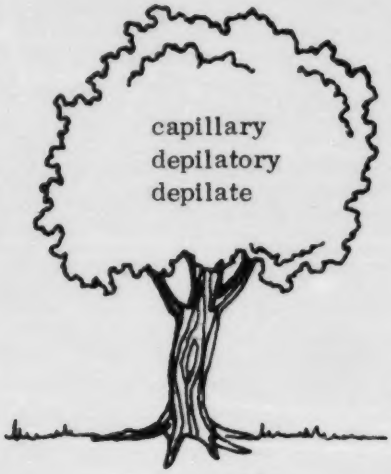
intemperans - intemperate, temperate, temperamental, temper

unus - univocal, unilateral, unicameral, unicellular

UNIT 7 - WORD GAME

Pick fruit from the make-believe word trees by writing true or false next to each sentence.

A.




CAPILLUS

1. _____ A capillary is a small hair-like blood vessel.

2. _____ Nair is a well-known depilatory.

3. _____ To depilate is to remove hair from some part of the body.

---

B.

UMBRA

1. _____ The grayish outer part of a sunspot is called the penumbra.

2. _____ Umbrage is the suspicion that one has been slighted or offended

3. _____ The dark central part of a sunspot is called in astronomy the umbra.

4. _____ People often carry umbrellas on rainy days.

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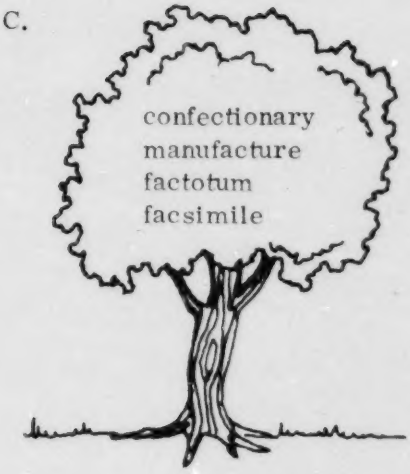
C.




FACIT

1._____ A place where candies and sweets are made is called a confectionary.

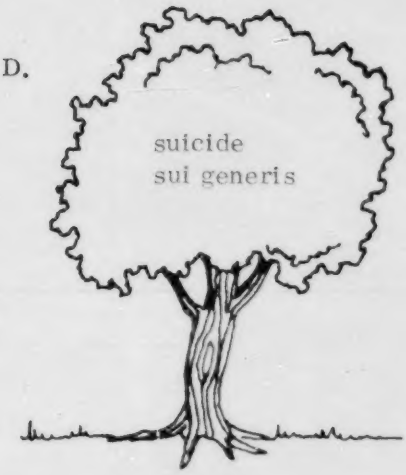
2._____ An exact copy or reproduction of a document is called a facsimile.

3._____ A factotum is a jack-of-all-trades.

4._____ To manufacture something is to make something by hand or machine.

---

D.



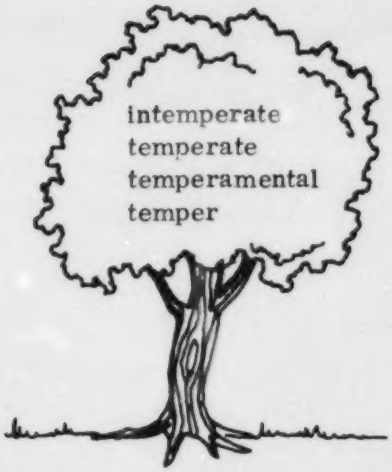

SUAM

1._____ Something that is unique is said to be sui generis.

2._____ A person who kills himself commits suicide.

---

E.




INTEMPERANS

1._____ A person who lacks self-control is said to be intemperate.

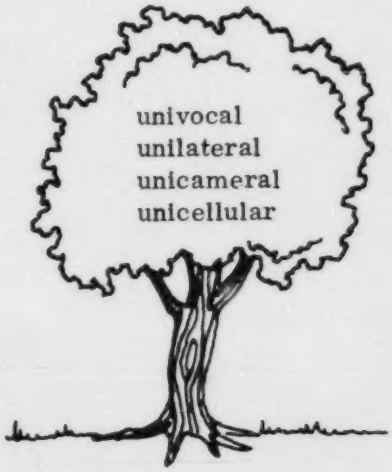
2._____ Philadelphia has a temperate climate.

3._____ An easily irritated or very sensitive person is called temperamental.

4._____ People sometimes break things in temper tantrums.

---

F.




UNUS

1._____ An amoeba is a unicellular animal.

2._____ A government in which there are two legislative houses is called unicameral.

3._____ A decision affecting only one side is called a unilateral decision.

4._____ If everyone in a class expresses the same opinion on something, the class can be said to be univocal.

---

UNIT 8

Objectives

1. To teach the following Latin utterances:

| | |
|---|---|
| Lex videt iratum, iratus legem non videt. (Publilius Syrus) | The law sees an angry person; the angry person doesn't see the law. |
| Furem fur cognoscit et lupum lupus. | A thief recognizes another thief and a wolf recognizes a wolf. |
| Vulpes vult fraudem, lupus agnum, Vir et femina volunt laudem. | A fox likes trickery, a wolf likes a lamb, men and women like praise. |
| Diem nox premit, dies noctem. (Seneca) | Night pursues day, day pursues night. |
| Pecunia non satiat avaritiam sed irritat. (Pseudo-Seneca) | Money doesn't satisfy greed but irritates it. |
| Vitam regit Fortuna, non Sapientia. (Cicero) | Fortune, not Wisdom, rules our lives. |

2. To teach the following English derivatives and cognates from the Latin roots indicated:

lex - legislation, extralegal

iratum - irate

fur - furtive

cognoscit - cognizance

femina - feminism, effeminate

laudem - laudatory, laud, laudable

nox - nocturnal, nocturne

pecunia - pecuniary, impecunious

vitam - vital, vitamin

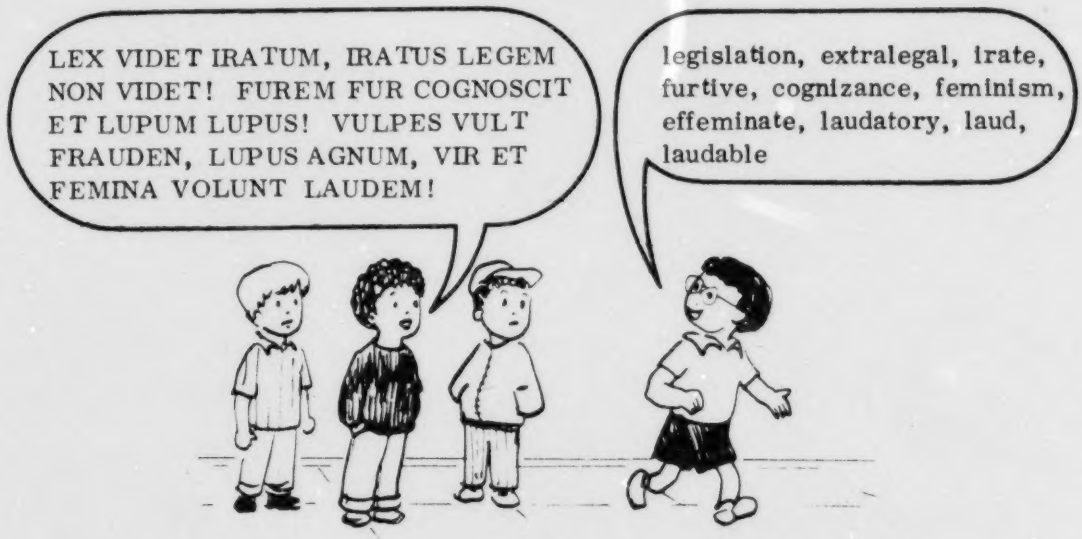
regit - regimen, regent

sapientia - sapient, Homo sapiens

UNIT 8 - WORD GAME

Part I

Randy recites some Latin sentences while Oliver gives the English words that come from Latin roots in the sentences. Help the guys to fit Oliver's English words into the sentences. Clues are given in parenthesis.


LEX VIDET IRATUM, IRATUS LEGEM NON VIDET! FUREM FUR COGNOSCIT ET LUPUM LUPUS! VULPES VULT FRAUDEN, LUPUS AGNUM, VIR ET FEMINA VOLUNT LAUDEM!
legislation, extralegal, irate, furtive, cognizance, feminism, effeminate, laudatory, laud, laudable

1. City Council makes _____ (laws) for the City of Philadelphia.

2. Smoking pot in Philadelphia generally seems to be _____ (outside the control of the law).

3. The _____ (angry) man spoke at the neighborhood meeting.

4. The cat had a _____ (thieflike, sly) expression on its face as it stole the fish.

5. The student had _____ (awareness, knowledge) of the feelings of other students.

6. In this age of Women's Liberation many people subscribe to_____ (the belief that favors more rights and activities for women).

7. Some people think that male rock singers are_____ (womanish, girlish) because of their clothing styles and manners.

8. The principal made _____ (praising) remarks about the honor students.

9. The hymn_____(praised) the beauty of the stars and the universe.

10. Unselfishness is a _____ (praiseworthy) characteristic.

Part II

Now Fred Flintstone recites some Latin sentences while Prince Valiant gives the English words that come from Latin roots in the sentences. Help these guys to fit Prince Valiant's English words into the sentences. Clues are given in parenthesis.

DIEM NOX PREMIT, DIES NOCTEM! PECUNIA NON SATIAT AVARITIAM SED IRRITAT! VITAM REGIT FORTUNA, NON SAPIENTIA!
nocturnal, nocturne, pecuniary, impecunious, vital, vitamin, regimen, regent, sapient, Homo sapiens

1. The owl is a _____ (active at night) bird.

2. The student played a _____ (a dreamy or thoughtful musical piece) on the piano.

3. Because of inflation many public institutions have _____ (money) problems.

4. Individuals may be _____ (without money).

5. The _____ (wise) old man spoke to the assembled young people.

6. The scientific name for the human race is _____ _____.

7. The _____ (member of the governing board) of the University spoke to the protesting students.

8. The actress followed a strict beauty _____ (set of rules pertaining to diet or exercise).

9. The patient's _____ (life) signs were good.

10. Many pupils take _____ (certain special substances required for good nutrition) tablets every day.

UNIT 9

Objectives

1. To teach the following Latin utterances:

| | |
|---|---|
| Nulla avaritia sine poena est. (Seneca) | There is no greed without punishment. |
| Juvenis oculo videt. | The young man sees with his eye. |

2. To teach the following derivatives and cognates from the Latin roots indicated:

nulla - null, nullify, nullity

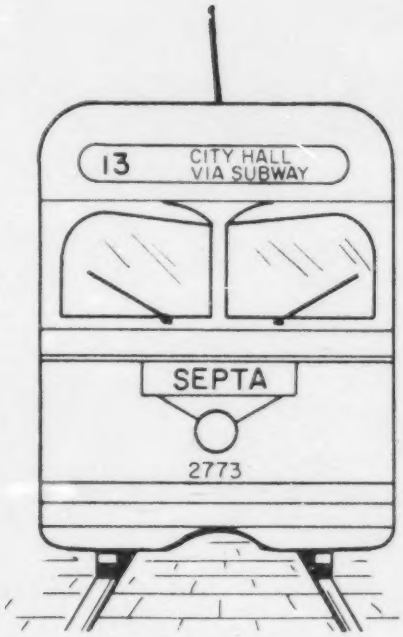
juvenis - juvenile, rejuvenate

oculus - oculist, ocular

poena - subpoena, penal, penology

UNIT 9 - WORD GAME

This subway surface trolley has ten stops to make before reaching the subway portal. At each stop it must pick up a "word" passenger from the "word sheds" below. You be the motorman and help the trolley make pickups by completing each sentence. Latin roots are given under each shed.



NULLA JUVENIS OCULUS POENA

1. A promise obtained through force is legally _____.
2. The difficulties of being a teacher may _____ the advantages.
3. Another word for futility or nothingness is _____.
4. A law court where cases involving boys and girls are heard is called _____ court.

5. Efforts are being made to _____ or revitalize Center City.

6. A doctor skilled in the examination and treatment of the eye is called an _____.

7. An _____ muscle is one near the eye.

8. Laws which deal with punishment are called _____ laws.

9. A legal document requiring someone to appear in court under penalty of law is called a _____.

10. The study of prison management is called _____.

## UNIT 10

Objectives

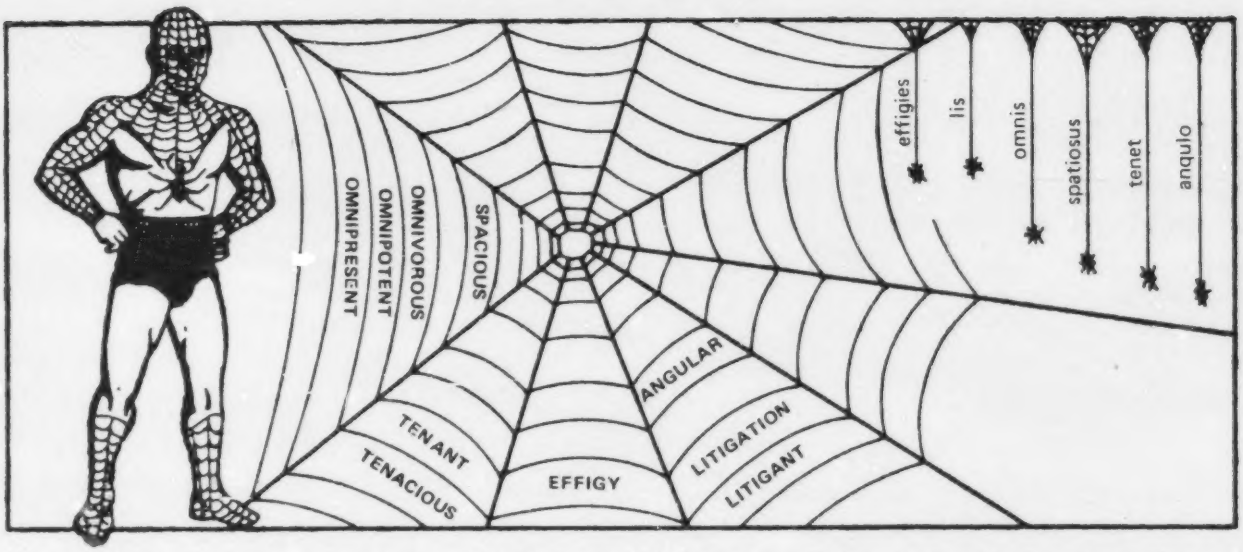
1. To introduce the following Latin utterances:

| | |
|---|---|
| Sub judice lis est. (Horace) | The lawsuit is before the judge. |
| Parva necat morsu spatiosum vipera taurum. (Ovid) | A small snake kills a large bull by a bite. |
| In omni re vincit imitationem veritas. (Cicero) | In every situation truth conquers imitation. |
| Effigiem in angulo tenet. | He holds the statue in the corner. |

2. To introduce the following English derivatives and cognates from the Latin roots indicated:

| |
|---|
| lis - litigation, litigant |
| angulo - angular |
| spatiosum - spacious |
| omni - omnivorous, omnipotent, omnipresent |
| effigiem - effigy |
| tenet - tenant, tenacious |

UNIT 10 - WORD GAME




Help Spiderman remove words that are stuck in his web by placing the words in the proper sentences. The Latin root spiders in the right-hand corner deposited the words in the web.

1. The football coach was burned in _____ by the student body.

2. A person engaging in a lawsuit is called a _____.

3. Some teenagers are supposed to be _____ in their eating habits.

4. The young man was _____ in his arguments to convince his opponents.

5. Inasmuch as air is everywhere it is called _____.

6. Carrying on a lawsuit is called _____.

7. Mrs. Jackson prefers a large and _____ classroom so that she has plenty of room in which to work.

8. A person who holds a lease is called a _____.

9. A person with a bony, thin physique is sometimes said to have an _____ appearance.

10. In Roman mythology Jupiter was not really _____ since his power was limited by the Fates.

## UNIT 11

Objectives

1. To teach the following Latin utterance:

| | |
|---|---|
| Amicus certus in re incerta cernitur. (Cicero) | A sure friend is discovered in an unsure situation. |

2. To teach the following English derivatives and cognates from the Latin roots indicated:

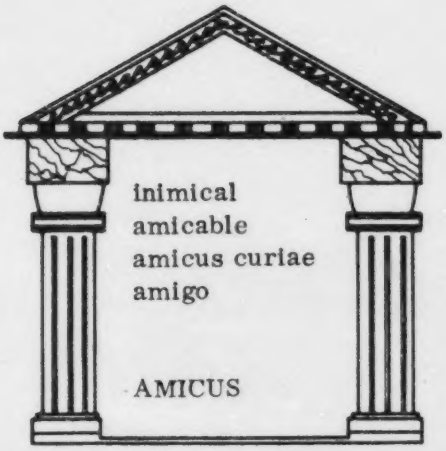
amicus - inimical, amicable, amicus curiae, amigo

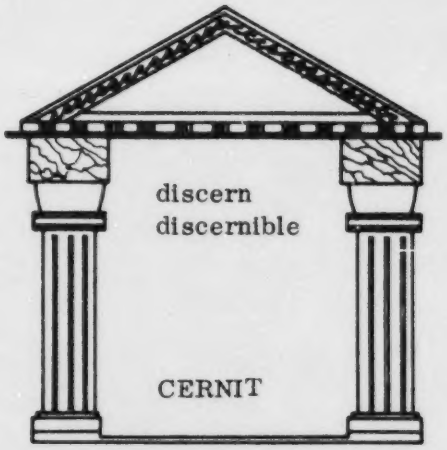
cernit - discern, discernible

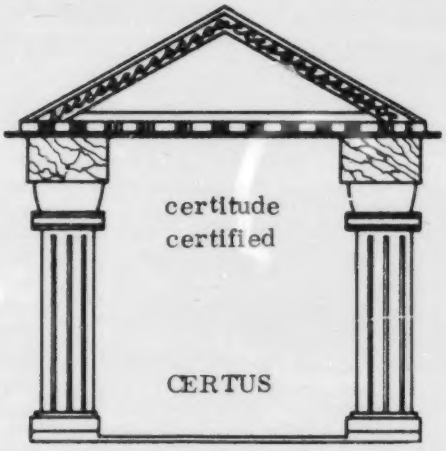
certus - certitude, certified

UNIT 11 - WORD GAME

Let's look into some imaginary Roman word houses. The foundation of each house is a Latin root. The relatives visiting the houses are English words. Underline the part of each English word that shows it belongs in that house. Then complete the sentences below using the English words in the houses.




1. Instead of fighting, the two nations settled their dispute in an _____ way.

2. A person with no interest in a case who is called to advise the judge is called _____.

3. A Spanish word meaning friend that we now use in English is _____.

4. A check guaranteed by a bank is called a _____ check.

5. Because of the fog and darkness the faces of people were barely _____.

6. Because of the brightness of the sunlight students could hardly _____ the image projected on the screen.

7. Very few people have absolute _____ about political matters.

8. Excessive drinking and the use of hard drugs are _____ to the health of teenagers.

Objectives

1. To teach the following Latin utterances:

| | |
|---|---|
| Nemo sine vitio est. (Seneca the Elder) | Nobody exists without some fault. |
| Mens regnum bona possidet. (Seneca) | A noble mind possesses a kingdom. |
| Auctor opus laudat. (Ovid) | An author praises his own work. |
| Mens regnum mala non possidet. | An evil mind does not possess a kingdom. |

2. To teach the following English derivatives and cognates from the Latin roots indicated:

vitio - vitiate, vice

mens - non compos mentis, dementia praecox, demented

regnum - interregnum

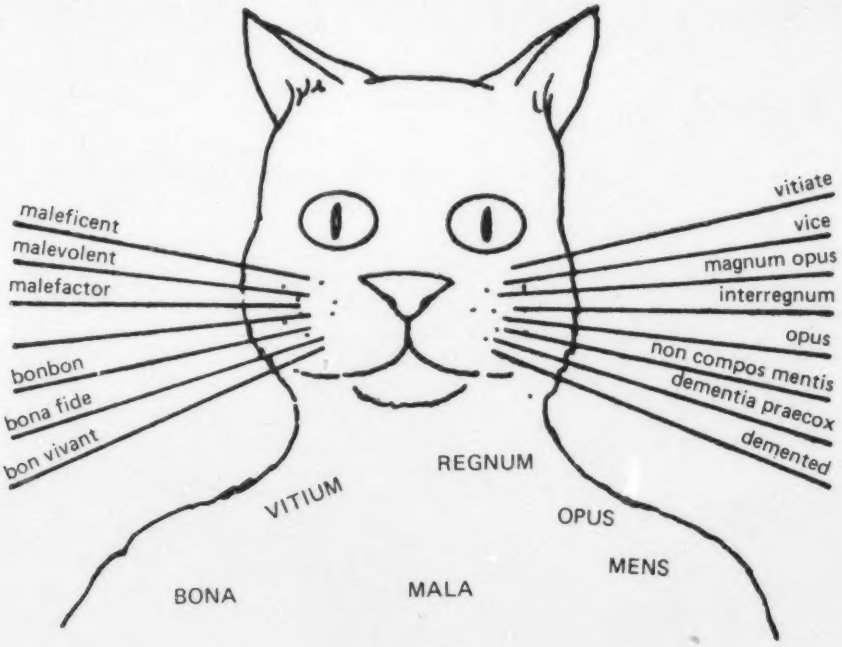
bona - bonbon, bonafide, bon vivant

opus - magnum opus

mala - maleficent, malevolent, malefactor

UNIT 12 - WORD GAME

This is your old friend, Whiskers T. Pussycat. He has English derivatives stuck in his whiskers. Help remove the derivatives by crossing each one out in his whiskers as you put it into a blank in the sentences. Whiskers has the Latin roots on his sweater.




1. A synonym for criminal or evildoer is _____.

2. A spiteful person who wishes evil to others may be described as _____.

3. Something that is harmful or that causes evil may be described as _____.

4. A piece of candy with a fancy shape is sometimes called a _____.

5. A person who is fond of good food and high living is called a _____.

6. Anything that is genuine or done in good faith may be called _____ _____.

7. An evil habit or tendency is a _____.

8. Running an automobile in a closed garage _____ the air.

9. Any period of time during which a nation is without its usual ruler is called an _____.

10. The new Telephone Directory was called a _____ _____.

11. A musical composition without a name is often numbered and referred to as an _____.

12. A person who is insane or mentally incapable of managing his affairs is called _____ _____ _____.

13. Insanity that usually occurs in late adolescence is called _____ _____.

14. A crazy person can be called _____.

## UNIT 13

Objectives

1. To teach the following Latin utterances:

| | |
|---|---|
| Et genus et formam Regina Pecunia donat. (Horace) | Queen Money gives both family and beauty. |
| Insanus medio flumine quaerit aquam. (Propertius) | The crazy person seeks water in the middle of the river. |
| Rem non spem, factum non dictum, quaerit amicus. | A friend seeks support and not a promise; he seeks action and not talk. |
| Habet suum venenum blanda oratio. (Publilius Syrus) | Pleasant speech has its own poison. |
| A fonte puro pura defluit aqua. | From a pure spring flows pure water. |

2. To teach the following English derivatives and cognates from the Latin roots indicated:

genus - genre, genus, generic

regina - reginal, Regina

medio - medial, in medias res

aquam - aqueous, aqua vitae

dictum - dictaphone, dictum

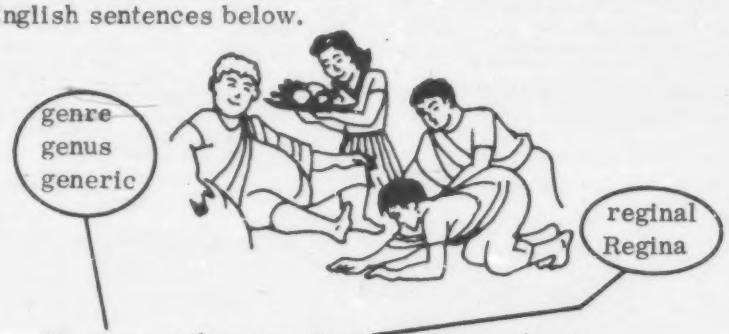
venenum - venom, venomous

blanda - blandishment, bland

fonte - font

defluit - fluvial, flux

Read each Latin sentence. Balloons attached to Latin words indicate derivatives. Pop the balloons by removing the derivatives from balloons and using them in the English sentences below.




A. Et genus et formam Regina Pecunia donat.

B. Insanus medio flumine quaerit aquam.

C. Rem non spem, factum non dictum, quaerit amicus.

D. Habet suum venenum blanda oratio.

E. A fonte puro pura defluit aqua.

1. A group of related animals or plants including different species is called a _____.

2. Drugs prescribed by a doctor often have _____ names as well as brand names.

3. A particular type or kind of literature is called a _____.

4. Queenly splendor can also be called _____ splendor.

5. When Queen Elizabeth II signs her name, the R she places after it stands for _____.

6. The _____ barrier on the Schuylkill Expressway is the barrier in the middle of the road.

7. Starting a story _____ _____ _____ is starting it in the middle of things.

8. Another name for whiskey is _____ _____.

9. The watery liquid that fills space in the eye between the cornea and the lens is called the _____ humor.

10. A piece of office equipment that records and reproduces words that are spoken into it is called a _____.

11. A formal comment or an authoritative opinion is called a _____.

12. Poisonous or spiteful remarks are sometimes called _____.

13. A rattlesnake is _____ _____.

14. A warm, gentle spring breeze may be described as _____.

15. An expression that coaxes or flatters may be called a _____.

16. The basin holding water in baptismal ceremonies is called a _____.

17. New words and meanings keep the English language in a state of change or _____.

18. Mud and other material deposited by a river is called _____ matter.

UNIT 14

Objectives

1. To teach the following Latin utterances:

| | |
|---|---|
| Irati interdum malum consilium faciunt. | Angry people sometimes make a bad plan. |
| Crudelis lacrimis pascitur non frangitur. (Publilius Syrus) | A cruel person is fed by tears and not broken by them. |

2. To teach the following English derivatives and cognates from the Latin roots indicated:

| |
|---|
| consilio - counselor, counsel |
| lacrimis - lachrymose, lacrimal |
| pascitur - pasture, pastor |
| frangitur - fracture, fractious, fragment |

UNIT 14 - WORD GAME

| | | | |
|---|---|---|---|
| | | fracture | |
| lachrymose | pasture | fractious | counselor |
| lacrimal | pastor | fragment | counsel |
| LACRIMA | PASCIT | FRANGIT | CONSILIUM |

Sextus has built a stone wall. The following statements contain the words you see on each stone. Indicate whether these statements are true or false.

1. The lacrimal duct in the human eye carries tears. _____
2. A lachrymose occasion is a very joyful one. _____
3. A pasture is a grassy field where sheep feed. _____
4. A minister in charge of a church is called a pastor. _____
5. A broken piece of vase may be called a fragment. _____
6. A cross or peevish person may be described as fractious. _____
7. When a bone is broken, doctors say it is fractured. _____
8. Counsel is another word for advice. _____
9. A lawyer is sometimes called a counselor. _____

UNIT 15

Objectives

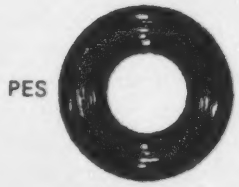
1. To teach the following Latin utterances:

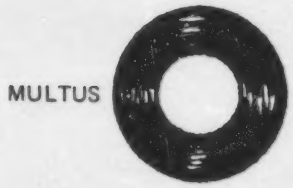
| | |
|---|---|
| Puras Deus non plenas aspicit manus. | God sees pure hands and not full ones. |
| Dens est. | This is a tooth. |
| Pes est. | This is a foot. |
| Multi dentes sunt. | These are many teeth. |

2. To teach the following English derivatives and cognates from the Latin roots indicated:

| |
|---|
| dens - dentine, dentate, dentition |
| pes - pedicar, pedometer, pedestal |
| multi - multisensory, multicellular, multipurpose |
| plenas - pleonasm, plenitude, plenipotentiary |

UNIT 15 - WORD GAME






Michael Jackson of the Jackson Five has been putting out new lp's under four new labels - each of which just happens to be a Latin root. Help his lp's to become big hits by completing each item correctly. Each sentence uses derivatives from the Latin roots.

1. Dentine is the name of the hard bony material beneath the enamel of a _____.

2. A dentate leaf has little projections shaped like _____.

3. When we say that cats and ocelots have the same dentition, we mean that they have the same arrangement of _____.

4. A pedicar is a new, lightweight, pollution-free vehicle that you pedal with your _____.

5. A pedometer is an instrument for recording the number of _____ taken by a person.

6. The base on which a column or statue _____ is called a pedestal.

7. Pleonasm is the use of more words than are necessary to express an idea. In other words, pleonasm is the use of _____ words.

8. Having a plenitude of money would mean having a _____ of money.

9. A plenipotentiary is a diplomat having _____ power or authority.

10. A multisensory teaching method employs _____ senses, e.g. hearing, seeing, feeling.

11. A multicellular animal such as a cat has _____ cells.

12. A multipurpose room has _____ purposes.

## APPENDIX I: BIBLIOGRAPHY FOR TEACHER REFERENCE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## APPENDIX II: GUIDELINES FOR USING THIS RESOURCE IN CONJUNCTION WITH ARTES LATINAE

1. In Units 4 through 15 of Level One of ARTES LATINAE, the derivatives and cognates for a particular unit should be presented and discussed orally. Each derivative and cognate should be explained in terms of its Latin roots. The vocabulary inventories found at the end of each unit in the PROGRAMMED LEARNING MATERIALS for ARTES LATINAE will be a useful source of roots. The derivatives and cognates should be used in context. The pupils should be asked to echo them. After oral control is acquired, the derivatives and cognates may be written on the board and copied. During this entire process as much information as possible should be elicited from the pupils.

2. The word games in this Curriculum Resource (Units 4-15) should be duplicated and given to the pupils for practice in reading and writing derivatives and cognates presented first as speech. The word games in Units 4-15 of this resource correspond to Units 4-15 of ARTES LATINAE Level One respectively. The word games may be used for class work or homework at the discretion of the teacher. Progress charts and contests may be devised to help make the word games even more exciting. The word games shoudl be introduced by the teacher with a sense of adventure and enjoyment.

# WORD POWER THROUGH LATIN: A CURRICULUM RESOURCE

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